

JAMES SIMONS ELEMENTARY

741 King Street
Charleston, SC 29403

GRADES PK-6 Elementary School

ENROLLMENT 411 Students

PRINCIPAL Martha L. Martin-Hodges 843-724-7763

SUPERINTENDENT Dr. Maria L. Goodloe 843-937-6319

BOARD CHAIR Ms. Nancy Cook 843-760-2635

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	12	55	51	3

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

YES

This school met 15 out of 15 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Good	N/A
2002	Average	Unsatisfactory	N/A
2003	Average	Below Average	No
2004	Average	Unsatisfactory	Yes

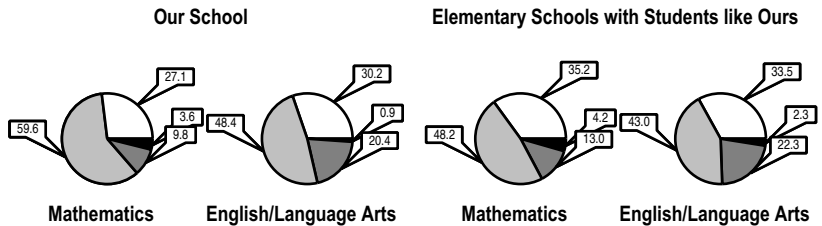
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

71.4%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	245	99.6	29.9	48.7	20.5	0.9	30.4	Yes	Yes
Gender									
Male	136	100.0	37.1	44.4	18.5	0.0	24.2		
Female	109	99.1	21.0	54.0	23.0	2.0	38.0		
Racial/Ethnic Group									
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
African-American	245	99.6	29.9	48.7	20.5	0.9	30.4	Yes	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	195	100.0	23.5	52.0	23.5	1.1	34.1		
Disabled	50	98.0	55.6	35.6	8.9	0.0	15.6	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	245	99.6	29.9	48.7	20.5	0.9	30.4		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	245	99.6	29.9	48.7	20.5	0.9	30.4		
Socio-Economic Status									
Subsidized meals	222	99.6	32.0	47.8	19.7	0.5	30.0	Yes	Yes
Full-pay meals	23	100.0	9.5	57.1	28.6	4.8	33.3		

Mathematics - State Performance Objective = 15.5%									
All Students	245	100.0	27.1	59.6	9.8	3.6	30.7	Yes	Yes
Gender									
Male	136	100.0	29.0	56.5	8.9	5.6	31.5		
Female	109	100.0	24.8	63.4	10.9	1.0	29.7		
Racial/Ethnic Group									
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
African-American	245	100.0	27.1	59.6	9.8	3.6	30.7	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	195	100.0	20.7	63.7	11.2	4.5	36.9		
Disabled	50	100.0	52.2	43.5	4.3	0.0	6.5	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	245	100.0	27.1	59.6	9.8	3.6	30.7		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	245	100.0	27.1	59.6	9.8	3.6	30.7		
Socio-Economic Status									
Subsidized meals	222	100.0	28.9	59.3	9.3	2.5	29.9	Yes	Yes
Full-pay meals	23	100.0	9.5	61.9	14.3	14.3	38.1		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	57	100.0	28.3	35.8	34.0	1.9	35.8
	Grade 4	76	100.0	28.6	48.6	21.4	1.4	22.9
	Grade 5	65	100.0	29.3	58.6	12.1	N/A	12.1
	Grade 6	71	100.0	42.4	42.4	13.6	1.7	15.3
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	59	98.3	23.2	32.1	42.9	1.8	44.6
	Grade 4	66	100.0	26.2	57.4	16.4	N/A	16.4
	Grade 5	67	100.0	31.7	58.7	7.9	1.6	9.5
	Grade 6	53	100.0	37.7	45.3	17.0	N/A	17.0
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	57	100.0	26.4	66.0	7.5	N/A	7.5
	Grade 4	76	100.0	18.6	51.4	17.1	12.9	30.0
	Grade 5	65	100.0	29.3	50.0	17.2	3.4	20.7
	Grade 6	71	100.0	45.8	39.0	11.9	3.4	15.3
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	59	100.0	35.1	56.1	7.0	1.8	8.8
	Grade 4	66	100.0	21.3	65.6	8.2	4.9	13.1
	Grade 5	67	100.0	15.9	68.3	9.5	6.3	15.9
	Grade 6	53	100.0	35.8	47.2	15.1	1.9	17.0
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 411)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	1.9%	N/A	3.5%	2.7%
Attendance rate	96.2%	Up from 95.2%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	7.8%		6.9%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	6.9%		5.8%	3.5%
Eligible for gifted and talented	5.2%	Down from 8.1%	5.1%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	8.0%	Down from 11.1%	8.0%	8.2%
Older than usual for grade	1.7%	Down from 15.9%	2.4%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 33)				
Teachers with advanced degrees	48.5%	Down from 51.4%	48.4%	51.4%
Continuing contract teachers	63.6%	Down from 80.0%	80.0%	87.5%
Highly qualified teachers**	89.7%	N/A	92.7%	95.0%
Teachers with emergency or provisional certificates	3.7%		3.4%	0.0%
Teachers returning from previous year	74.4%	Down from 77.4%	82.5%	86.7%
Teacher attendance rate	97.8%	Up from 96.5%	94.7%	94.9%
Average teacher salary	\$39,951	Down 4.7%	\$39,648	\$40,760
Prof. development days/teacher	6.7 days	Down from 9.4 days	13.4 days	12.4 days

School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	18.0 to 1	Down from 18.3 to 1	17.1 to 1	18.9 to 1
Prime instructional time	92.9%	Up from 91.3%	88.9%	90.0%
Dollars spent per pupil*	\$6,742	Up 7.0%	\$7,020	\$6,044
Percent of expenditures for teacher salaries*	67.3%	Down from 67.8%	63.9%	65.9%
Opportunities in the arts	Fair	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	88.1%	92.0%
Highly qualified teachers in high poverty schools**	87.8%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

James Simons Elementary School is an inviting urban school. We are a school-wide Title I School which serves 452 students in Pre-Kindergarten through Sixth Grade. We offer a safe, disciplined learning environment that emphasizes student achievement.

James Simons Elementary School is committed to improving student achievement for all of our students. Our staff is dedicated and highly trained in a variety of teaching styles and works to ensure that each child gets individual attention needed to succeed. Teachers use the South Carolina Standards and the New Performance Standards to provide a standard-driven curriculum. America's Choice School Design, a comprehensive reform model is in its second year of implementation. Students are provided unique opportunities to learn in all academic subjects. Our motto, "Learning Today for a Better Tomorrow," coupled with our school's mission statement, serve as the driving force for meeting and exceeding our goals.

James Simons' "Welcome Mat" is always out. We recognize that family involvement is a critical part of high quality education. We sponsor many programs for parent and family involvement. Programs include School Improvement Council, Title I Planning Committees, Coffee with the Principal, Participating Parents for Progress (PPP), PIE Night (Parents Involve in Education), Open House, PTA, Welcome Back Night, Fall and Spring Carnivals, Holiday Dinners, and much more.

Our students are challenged to achieve at high levels. Teachers design instruction to meet student needs. Many students participate in academic assistance programs. Several local churches, as well as our school, offer after-school tutorial programs. Our students participate in both of Mayor Riley's SOS Programs (Summer of Success/Supporting Our Students). We also have resource and self-contained programs for students with special needs and programs for the gifted and talented. Through an innovation flex schedule for approximately two hours each morning, our classroom teachers work uninterrupted with their students.

Through these combined efforts, we will continue to provide all students at James Simons Elementary with the best educational opportunities possible. We invite you to our school to share in the learning experience.

Sincerely,

Martha L. Martin-Hodges, Principal
Cheryl W. Capers, SIC Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	27	43	26
Percent satisfied with learning environment	81.5%	65.1%	84.0%
Percent satisfied with social and physical environment	85.2%	70.7%	84.0%
Percent satisfied with home-school relations	51.9%	87.8%	68.0%

*Only students at the highest elementary school grade level at this school and their parents were included.